DOCUMENT RESUME

ED 025 341 95 RC 002 657

Regional Migrant Education Demonstration Project, A Component of the California Plan for the Education of Migrant Children. Report.

California State Dept. of Education, Sacramento.
Spons Agency- Office of Education (DHEW), Washington, D.C.
Pub Date 67
Note- 67p.
EDRS Price MF-$0.50 HC-$3.45
Descriptors- *Annual Reports, Community Involvement, *Compensatory Education, Day Care Programs, Family Involvement, Migrant Adult Education, Migrant Child Care Centers, *Migrant Education, Migrant Health Services, Organization, Personnel Policy, Program Administration, *Program Descriptions, Regional Cooperation, *Regional Programs, Staff Orientation, Staff Utilization, Teacher Orientation
Identifiers- *California, Merced County, San Joaquin County, Stanislaus County

The annual report of the three-county Regional Migrant Education Demonstration Project presents a narrative description of the philosophy and planning of the project, a program overview and implementation procedures and activities. The appendices contain budget information, statistical information on health services, schedules for two workshops on migrant education, five questionnaires used in the evaluation procedures, the basic theoretical model for the program development, and a graphic representation of attendance figures for 1967. (DK)

ED025341

RECEIVED
SEP 23 1968

ED025341

REGIONAL PROGRAM FOR MIGRANT EDUCATION:

a report 1967

PS002657

REGIONAL MIGRANT EDUCATION DEMONSTRATION PROJECT:

A REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A Component of the California Plan
for the
Education of Migrant Children

Authorized Under: P.L. 89-750, Migrant Amendment
Title I. Elementary-Secondary Education Act of 1965

Published in cooperation with:

The Merced County Department of Education
FLOYD SCHELBY, Superintendent

The California State Department
of Education

The San Joaquin County Department of Education
GAYLORD NELSON, Superintendent

MAX D. RAFFERTY, Superintendent
of Public Instruction

The Stanislaus County Department of Education
FRED C. BEYER, Superintendent

WILSON RILES, Director, Office of
Compensatory Education

LEO R. LOPEZ, Chief, Bureau of
Community Services

Printed by: Stanislaus County Department of Education

SAN JOAQUIN COUNTY • STANISLAUS COUNTY • MERCED COUNTY

REGIONAL DEMONSTRATION PROJECT

California Plan for Migrant Education — Part I

1637 "V" STREET • MERCED, CALIFORNIA 95340 • (209) 723-3067

FOREWORD

The following document is the Annual Report of the Regional Demonstration Project for the year 1967.

This document describes in detail the philosophy, design, and implementation of a workable project which can be implemented by other regions in California and/or the nation.

Basic to this design is the concept of coordination of funding and services, both state and local, directed at the educational needs of the total migrant family.

This concept has established a framework of administrative coordination among agencies in three counties and provides services including Day Care, In-School, Extended Day, and Adult Education.

This document shows that the regional concept is not only feasible but essential and indispensible.

Floyd A. Schelby, Superintendent
Merced County Schools

Fred C. Beyer, Superintendent
Stanislaus County Schools

Gaylord A. Nelson, Superintendent
San Joaquin County Schools

TABLE OF CONTENTS

part 1/ADMINISTRATIVE OVERVIEW

Concept Philosophy
Planning for Migrant Education
Regional Description
Project Objectives
Organizational Structure
Project Personnel
Project/Community Resources
Sources of Funding

part 2/PROGRAM OVERVIEW

Abstract
Statement of Area Need
Program Objectives
Staffing Patterns of Program Components
Program Planning

part 3/PROGRAM IMPLEMENTATION

Purpose
Day-Care Programs
Summer School Programs
Parent Education
Evaluation
Dissemination
Interstate Teacher Institute

part 4/APPENDICES

Budget
Statistical Data
Regional Advisory Council
Regional Planning Group
Two-Week Workshop Schedule
Six-Week Summer Institute Schedule
Questionnaires
Acknowledgements

part 1/ADMINISTRATIVE OVERVIEW

concept philosophy

The Organizational Structure for the development of a Regional Concept is composed of several important features, the elements of which indicate a basic premise upon which the entire project is built.

Planning and program development through interagency cooperation has been discussed for four decades. Although necessary, this type of activity has not fully developed. In each instance the interagency planning has been conducted by individuals at the operational level. This concept of cooperation has not reached senior "policy" and "funding" personnel. Consequently, action has not followed the need. Each agency, functioning within the bounds of its individual policies, has found cooperation difficult, if not impossible. If effective coordination is, in fact, to be obtained, it must be insured prior to the development of legislation and funding, and such coordination must be actually written into the legislation and subsequently implemented.

The bizzarre patchwork of independent agencies, each operating separate programs for the migrant is evidence of the piece-meal efforts being made today to solve the problems.

Efforts to develop a comprehensive, fully coordinated program for the solution of problems of the migrant population can be successful. Funds are available for such programs even now, but they are being diluted through the channels of innumerable agencies.

The concept of a multi-agency, cooperatively funded, comprehensive program designed to find solutions for the needs of migrant families is entirely feasible. Efforts to solve the educational problems of the children of these families will be to no avail unless efforts to meet the needs of the total family are not also made.

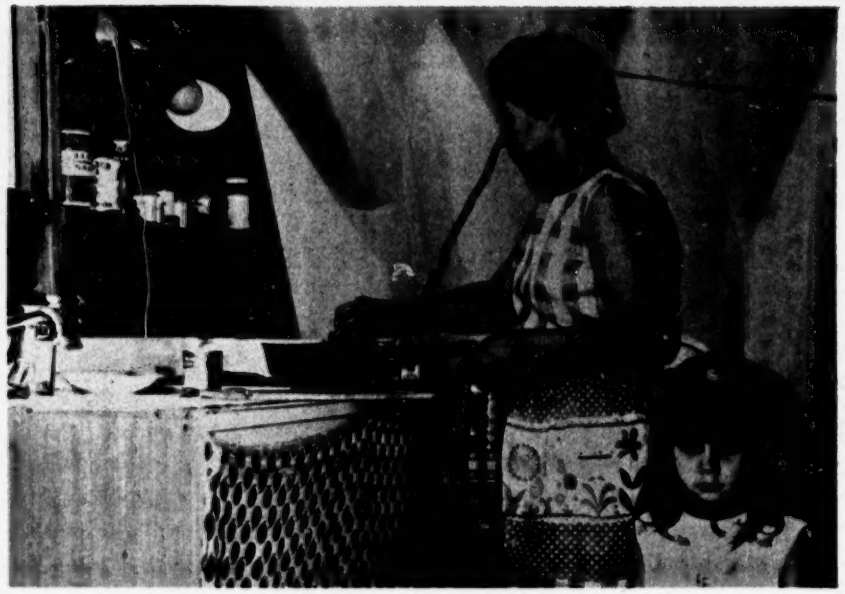
To consider a total family approach, as indicated above, a broader structure is essential. The marshalling of agencies into an umbrella approach treating the problems of the total family is necessary in order to mobilize effectively the resources of all. Such a plan would include programs of preventive health and education, compensatory education, and those having social and occupational orientation. This pattern of interagency organization will facilitate the development of the comprehensive program needed, while at the same time provide for the maximum utilization of funds and manpower.

Ultimate goals for programs developed should not be defined simply in terms of the gains to be achieved by the members of migrant groups. Such gains will, of course, be secured and are of great importance. However, in order that the efforts in behalf of migrants transcend the boundaries of this particular group, it is necessary that the national implications of this issue be explored. Such an approach will result in the eventual phase-out of the problems confronting this segment of the population. It will require changes in local and state legislation. It will mean that citizens will need to develop frames of reference to facilitate the changes sought. Alterations in educational patterns will need to be made in order that the values of diverse cultures may come to be better understood and respected. Only in this way, can the beliefs upon which our nation is founded be re-emphasized and demonstrated.

Those who seek to unite in order to develop programs for the migrant population are indeed answering a challenge as well as assuming a moral obligation. It is a solemn responsibility gravely needed. The time for top level coordination, development, and implementation of programs is now!

RICHARD L. BACA,
Project Director

planning for migrant education



The awareness and concern of the United States Congress and the U. S. Office of Education with the plight of the seasonal agricultural migrant family is indicated by their endorsement of P. L. 89-750, the amendment to the Elementary and Secondary Education Act of 1965, which provides financing to state agencies for establishing educational programs for migrant children.

After the above named bill was signed into law, the California State Department of Education, Office of Compensatory Education, Bureau of Special Services and Community Relations, developed a State Plan for the education of migrant children.

Under the terms of the California Plan, a Regional concept for implementing programs throughout the State of California was developed in close cooperation with the directors of the State Office of Economic Opportunity. Eight regions were conceived as being adequate to care for those areas of the State having a preponderance of migrant farm workers. Limitations in funding made it impossible to establish each of these eight regions, therefore, only one region composed of three counties was established to serve as a demonstration of this concept.

The Regional Demonstration Project became the first of four components to be implemented under the total state plan. The four parts of the California Master Plan are as follows:

1 A Regional Demonstration Project
2 Assistance to Impacted School Districts
3 Interstate Cooperative Projects
4 A Program of Comprehensive Evaluation

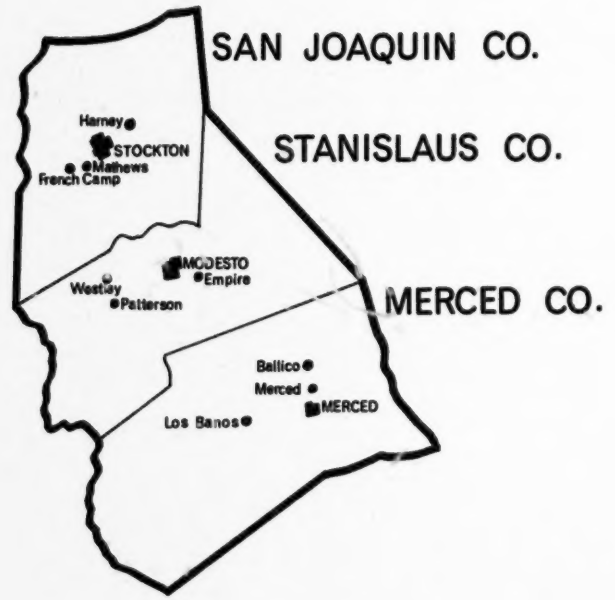
The effort to reduce the inequalities of educational opportunities of the migrant population required program planning strategies based upon two major areas of concern. The first concern, administrative and fiscal organization, was designed to: facilitate assistance to school districts unable to cope with the large impact of migrant children due to a lack of school facilities; the unavailability of trained teachers and aides; a lack of school records; and an inadequacy of instructional materials. The second area of concern was a critical need for educational programs to meet the diverse and unique needs of the total migrant family -- language differences, and a lack of educational continuity.

After considerable study of the two areas of concern, the Regional Demonstration Project was established to provide supplemental education services to migrant children ages 5-17. In so doing, it provided the basic framework from which the comprehensive program for the total family was developed. This comprehensive program was achieved with the inclusion of a program of Day Care Education for children two to five years of age funded by the State Office of Economic Opportunity, Migrant Section, and a program of Adult Education funded by the California State Department of Education, Bureau of Adult Education.

It was deemed essential that full understanding of the overall design concept be acquired by all participating agencies and individuals. Meaningful involvement and cooperation based upon the objectives of the project and the voluntary compliance of contributing agencies exemplify how a concerted effort directed at the identified needs of the total family can operate smoothly, efficiently, and effectively.

regional description

The region embracing the project territory is comprised of three counties located in the greater San Joaquin Valley. The California State Plan designated San Joaquin, Stanislaus and Merced Counties as the Regional Demonstration area. The following map and insert show this area with respect to the rest of the state.



The San Joaquin Valley was selected as the target area for the following reasons:

- High verifiable impact of migrant farm workers and children.
- Long duration of agricultural activities involving migrants.
- Adequate public housing complexes developed and maintained exclusively for migrant farm workers and their families.
- Involvement in agricultural activities undergoing transition from hand labor to mechanization.
- Location in a part of the state easily accessible to all regions.
- Location as a "way station" rather than a "home base" for migrant farm workers.

The regional administration office is located in Merced County near the County Schools Office which serves as sponsor and assumes the responsibility for fiscal management. Each participating county in the project contains an office for the coordination of educational activities. These offices are located in Stockton at the San Joaquin County Schools Office, in Merced at the Merced County Schools Office, and in Modesto at the Stanislaus County Schools Office.

project objectives

The regional demonstration project was intended to serve as a model for statewide migrant education programs of a comprehensive nature. A unique feature of the project was its scope, for its basic aim was to provide a sound educational program for all members of the migrant family. The use of multi-funding made possible this broader concept of service to migrant children. In this project, by coordinating funds and services, it was possible to extend educational services to the children's parents and to younger siblings as well. The demonstration project was designed to illustrate and implement the following objectives :

I. To secure inter-agency cooperation and coordination of administration, funding and services.

2. To obtain inter-county and inter-district cooperation and coordination of administration, instruction and services.

3. To coordinate programs of education for the total family funded by a variety of sources, including day care, regular and extended day compensatory education programs, and adult education.

4. To utilize professional and para-professional staff in schools and camps.

5. To coordinate school-camp efforts of education.

6. To assist schools in applying innovative techniques in grouping, testing, instruction, organization and program implementation.

7. To coordinate agency programs of health services.

8. To conduct a statewide pre-service and in-service training program for professional and para-professional personnel.

9. To conduct a workshop for all agencies participating in the statewide plan.

I0. To conduct a program of demonstration and practical training for intra-state and interstate personnel.

II. To participate in intra-state and interstate record transfer procedures .

I2. To cooperate with projects developed by other state educational agencies.

program structure

The following organizational structure was developed to implement the objectives:

COORDINATION

- 1. To secure inter-agency cooperation and coordination of administration, funding and services.
- 2. To obtain inter-county and inter-district cooperation and coordination of administration, instruction and services.

STATE

Programs of a multi-agency nature must have, as a basic frame of reference, high-level planning and coordination. In this case, the initial planning was coordinated with the State Department of Education, the State Office of Economic Opportunity, and representatives of public health, education and welfare agencies, as well as with other organizations experienced in working with migrants. As a result of this planning, funds were then made available by state agencies to provide the initial thrust in the development of a comprehensive program. Under the auspices of the Elementary and Secondary Education Act, 1965, P.L. 89-10, amended P.L. 89-750, an administrative structure was established to develop and coordinate the demonstration project and to provide the required services. To implement fully the total concept of a comprehensive plan of action, funding for other components was provided by the State Office of Economic Opportunity, Migrant Division.

REGIONAL

To implement the Regional Demonstration Project in the designated area, it was necessary to establish a framework of cooperation among all local agencies with related responsibilities. As a result of a series of meetings with educational agencies, the regional concept was developed under the leadership of the County Schools Offices in San Joaquin, Stanislaus, and Merced Counties.

In each of the three counties, ten local school districts having an impact of migrant children also entered into the cooperative effort established by the administrative framework of the regional concept.

Flash-peak housing units for migrant families were constructed through the cooperative efforts of local growers and local government officials, and administered by the County Housing Authority. In addition to the living quarters provided by these groups, provision was also made for education facilities at each of the nine camps. Health services were provided through the cooperative efforts of the County Medical Societies and County Public Health Agencies. Additional assistance in planning and coordination was provided by local Community Action Agencies.

TOTAL FAMILY

- 3. To coordinate programs of education for the total family funded by a variety of sources, including child care, regular extended day compensatory education programs, and adult education.

Efforts to solve the educational problems of children of migrant families will be to no avail unless provisions to meet the needs of the total family are not also made. To provide a comprehensive program of education for the total family, a multi-agency, multi-funding structure was essential.

Coordination of the resources of the various agencies has made possible a program that includes services of preventive health and education [Day Care Program], compensatory education [Regular school, Extended-Day, Summer School Programs] and social and occupational orientation [Adult Basic and Pre-Vocational Education Programs].

EDUCATIONAL CENTER

■ 4. To utilize professional and para-professional staff in schools and camps.

■ 5. To coordinate school-camp efforts of education.

In order to facilitate the coordination of programs of education for the total family, the Educational Center concept was developed. The Center was designed to coordinate the educational activities of school and camp. While services such as Day Care and Adult Education were provided in the camp setting, local schools complemented these efforts by conducting supplemental education programs for the school-age children. The Educational Center concept set the climate for coordinative planning, helped to promote closer school-camp relationships, but more significantly, it fostered the development of the comprehensive approach.

INNOVATIVE TECHNIQUES

■ 6. To assist schools in applying innovative techniques in grouping, testing, instruction, organization and program implementation.

The organizational structure allowed school districts flexibility to develop supplemental services on the basis of need. The project served as a catalyst for experimentation with a variety of instructional grouping patterns. Personnel provided by the project allowed participating school staffs to experiment with various student ratios and combinations. These were employed in a variety of settings and covered various subject-matter areas.

■ 7. To coordinate agency programs of health services.

To insure that the health needs of migrant families were met, County Public Health Offices and local Medical Societies were contracted to provide needed services. In each of the Counties, funds from various sources were coordinated to assure services for the entire family. These services included hearing and vision screening, health examinations and some follow-up. Services were provided in a clinic setting at the camp or by referral to local physicians.

TRAINING PROGRAM

■ 8. To conduct a statewide pre-service and in-service training program for professional and para-professional personnel.

■ 9. To conduct a workshop for all agencies participating in the statewide plan.

■ 10. To conduct a program of demonstration and practical training for intra-state and interstate personnel.

Summer Teacher Institute:

An aspect of the summer in-service program that had statewide ramifications was the six-week summer institute for instructional personnel of migrant children.[Appendix F] This program was conducted at Stanislaus State College. The aim of the institute was to assist participants in a study of instructional programs with significance for migrant children.

Summer Workshop:

A two-week workshop [Appendix E] for teachers and administrators of migrant children was conducted at Stanislaus State College in June. The purpose of the workshop was to enable participants to exchange information regarding migrant projects throughout the state.

Project Staff Orientation

Pre-Service: A pre-service education program was conducted for teachers, teacher assistants, teacher aides, and the administrative staff. The ten-day program enabled personnel to become familiar with the project objectives, the philosophy of the program, the utilization of audio-visual equipment, and with some techniques of instruction.

In-Service: A continuing program of in-service orientation to assist staff members in carrying out their responsibilities was provided. In-service meetings were generally conducted at each educational center, however, county-wide meetings also were held. Consultant services were provided by staff members from the project and the counties. Emphasis was placed on the proper preparation and utilization of para-professional staff.

RECORD TRANSFER SYSTEM

■ **11. To participate in intra-state and interstate record transfer procedures.**

An intra-state, interstate record transmittal system is currently being developed at the state level. Until such a system is available, an intra-regional record system has been developed and is being used by the regional project.

COOPERATIVE PROJECTS--INTERSTATE

■ **12. To cooperate with projects developed by other state educational agencies.**

The Regional Demonstration Project coordinated visitations of members representing projects developed in Texas and Arizona. The purpose of the visitations was to share concept viewpoints, planning strategies, program approaches, and implementation techniques. These representatives also participated in the Project Summer Institute conducted at Stanislaus State College. Benefits from this exchange were long-range, broad in scope, and comprehensive in nature.

organizational structure

Fundamentally, the concept of a team effort is considered to be of prime importance to the operation of the Regional Demonstration Project in Migrant Education. To clarify the responsibilities of the funding and administrative agencies of this project, it is necessary, however, to delineate the administrative sphere of each.

The State Department of Education, Office of Compensatory Education, Bureau of Special Services and Community Relations, is charged with the administration of programs of migrant education in the State of California. This administration is accomplished through a contractual agreement with the United States Office of Education as set forth in a document entitled "The California Plan for Migrant Education."

Through the delegation of authority, the State Department of Education contracts with local education agencies for the operation of phases of the four-part program. This delegation of phases does not, however, relieve the State Department of total responsibilities for the projects in operation.

The body with primary responsibilities for setting policy and otherwise administering the projects as outlined in Parts I and III of the California Plan is a Board of Directors. The Board is composed of the three County Superintendents of Schools for Merced, Stanislaus, and San Joaquin Counties, with the Merced County Schools Office serving as the regional sponsoring agent.

This Board selects and employs personnel for the primary administrative positions and approves the employment of other persons required in the project. In addition, this body supervises the operation of the project, including each of the several components, to insure adherence to the terms of the contract with the State Department of Education and in accordance with the Federal legislation.

To carry out the responsibilities designated in the regional project and the specific operational decisions approved by the Board of Directors, a regional staff was employed. Included were a Director whose primary responsibility is the total administration of the project, three Coordinators with responsibilities for each county within the project area, and a Curriculum Coordinator. The Director of the Regional Demonstration Project, the Coordinators of each of the three participating counties, the Curriculum Coordinator, and the Coordinator of the Intra and Interstate Demonstration Teacher Institute are directly responsible to this Board, and in turn responsible to the State Department of Education.

By mutual agreement with the cooperating agencies, the Office of Economic Opportunity for the State of California places the Day Care Coordinator and the Coordinator for Adult Education under the direction of the Regional Demonstration Project Director. In this manner, the close working relationship required to fully implement a cooperative project is insured.

Instructional and supportive staff are employed through the Regional Director's Office for each of the educational centers in the three-county region.

advisory staff

To fully implement the best possible practices in migrant education in the regional centers, advice is constantly sought from experts throughout the State of California and, whenever possible, from representatives of other states in the western migrant stream. This is accomplished primarily through consultant visitations and conferences.

In keeping with the previously stated premise, the relationships of all members of each of the divisions of the staff noted here must be close and continuous. This is essential to the operation of the project inasmuch as contract agreements do not enforce cooperation in all agencies. It is necessary, then, that cooperation be based upon the full understanding of the objectives of the project and the voluntary compliance of the various agencies.

community advisory committees

The project encompassing three counties, ten school districts and nine "flash-peak" housing units, requires an expanded and meaningful advisory structure. The following structure was organized to best facilitate coordination and involvement in program planning:

1. In each of the "flash-peak" housing units is a Tenant Council composed of members of the migrant resident population. A member of each council is chosen to represent the body on the County Advisory Committee.

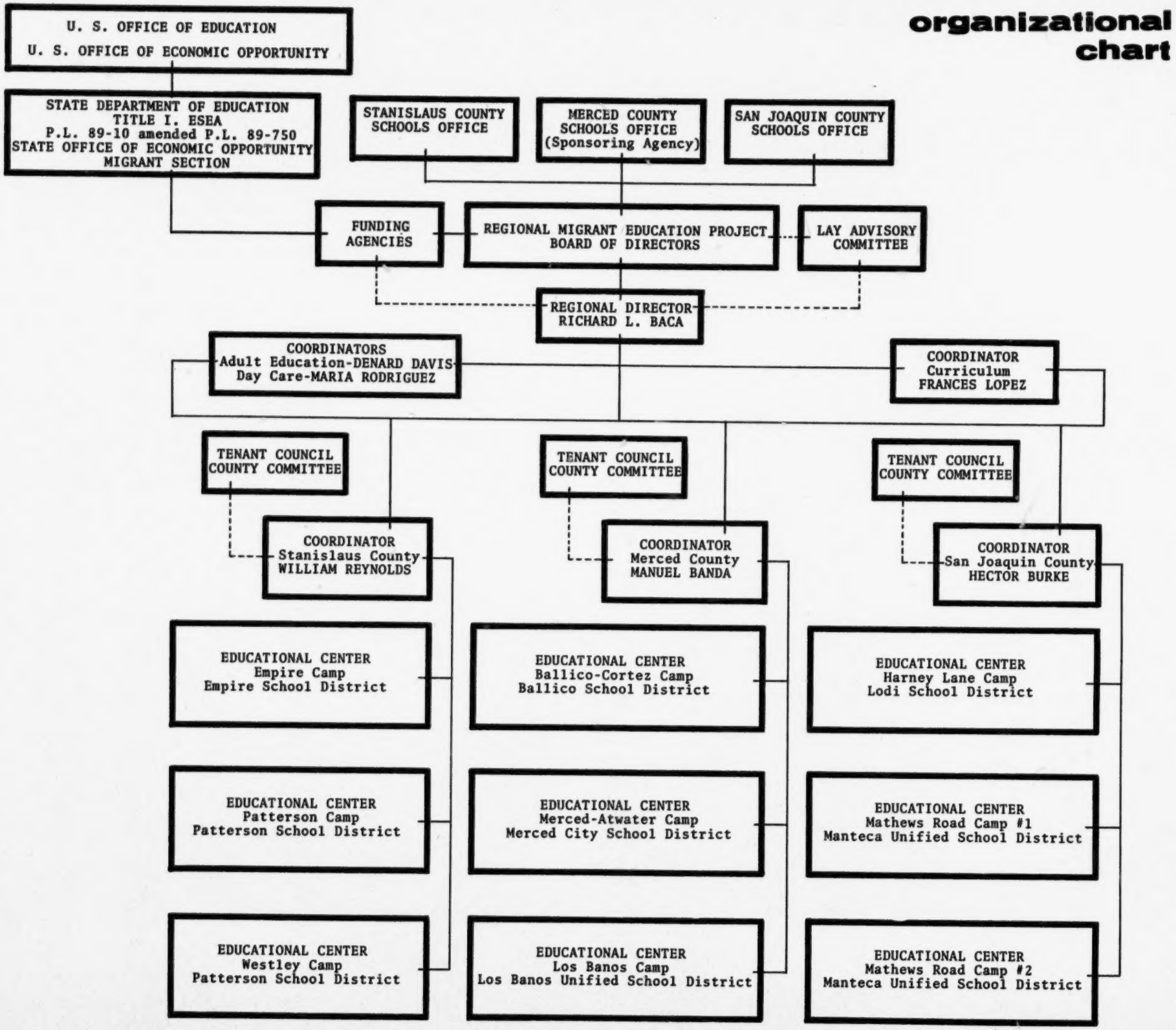
2. In each of the counties[San Joaquin, Stanislaus, and Merced], an Advisory Committee was organized. This committee included representatives from the Tenant Councils, C.A.P. Agency, and others interested in the welfare and education of the migrant population.

3. A Regional Advisory Committee was organized for final evaluation of recommendations and suggestions from each of the other committees. This committee advised the Board of Directors on matters regarding the total project. The composition of this committee included a representative from each of the three County Advisory Committees as well as the C.A.P. Commission, Housing Authority, and Tenant Councils.

administrative structure

Inherent in an administrative structure that requires a team effort is the organizational framework that enables it to function smoothly. The chart on the facing page was designed to delineate the working relationships of the team that is necessary for the efficient and effective operation of the regional concept.

organizational chart



project personnel

It will be readily recognized in an examination of the problems inherent in providing educational programs for migrant students that school districts cannot usually provide sufficient personnel, equipment, or classroom facilities for the short periods of time during which the migrant families are located within the bounds of the local district. The difficulties of employing qualified teachers and other personnel for periods as short as six weeks, the purchase of expensive furniture and equipment, and the building of additional classrooms to contain the large enrollments during the harvest seasons, have in the past prevented programs of high quality from being developed and put into operation in local school districts.

Personnel for the system of migrant education can be divided into four groups: [1] Administrative Staff, [2] Instructional Staff, [3] Para-professional [supportive] Staff, and [4] Contract Personnel.

All personnel are treated in this section in some detail, except for contract personnel selected and employed for varying periods of time by the Project Director.

ADMINISTRATIVE STAFF

In order to conduct the administrative functions required by the many facets of the Regional Project in Migrant Education, a number of specific positions were established. These positions are listed, without description, below:

Director	Regional Migrant Project
Coordinator	Curriculum and Instruction
Coordinator	Interstate Project
County Coordinators	County Administration
Coordinator	Day Care Programs
Coordinator	Adult Education Programs

INSTRUCTIONAL STAFF

Instructional personnel, both professional and para-professional, were employed with specific responsibilities for teaching in each of the particular components of the total regional project. The positions required to conduct the functions of instruction were:

Resource Teachers	General Teaching Credential
Teacher Assistants	Two or more years of college
Teacher Aides	Project Training Program
Adult School Teachers	General Teaching Credential
Day Care Supervisors	Experience in Day Care Programs
Day Care Aides	Pre-service and In-service Training

project/community resources

Housing and classroom facilities for migrant families were designed to be flexible and functional so that the objectives of both the Adult Education and Day Care components of the Regional Demonstration Project might be accomplished.

The housing facilities established to meet migrant family needs in the project region are adequate only for a brief period of the year. By law, they cannot be used more than one hundred and eighty days each year. These facilities, constructed with Office of Economic Opportunity funds, consist of "flash-peak" temporary units. Some of the sites on which the units stand were purchased by local growers associations and deeded to the local county housing authorities.

The operation of the farm-worker housing is directed by the local county housing authority. Through the functioning of a camp council, composed of the adult residents of the camp, each farm worker has the opportunity to express his desires relative to the operation of the housing camp.

In addition to the family housing provided in each camp, classrooms are used during the daytime hours for a Day Care program. During the evening hours, however, the classrooms are used for tutorial and adult education classes.

In addition to the school facilities in each camp, local school districts serving the region provide classrooms to conduct integrated programs of instruction for resident and migrant children during the regular school year and in the summer.

Full utilization of existing resources at the local level is encouraged in order that services available through the Project may supplement and strengthen the local effort. It is felt that all of the needs of migrant families cannot be adequately met by outside efforts or agencies, nor can the efforts made have any lasting value unless full awareness, endorsement, and involvement exists at the local level. If services and activities diminish at the local level because outside agencies assume these responsibilities, or because local resources are not tapped, there exists a danger that communities will be far less able to summon their skills to solve future problems. Commitment to the improvement of opportunities for migrant families must be marshalled, then, through a combination of Project as well as local resources.

sources of funding

To support the major objectives of the project, a system of multiple funding was established. Its primary purpose was the most efficient utilization of resources and talents of all agencies and persons involved in the welfare and education of migrant farm workers and their families. The sources of funds noted below are differentiated as those coming directly to the Regional Office, and those going to other agencies from which services were acquired. In addition to these, however, were individual and group contributions not specifically contracted by the Regional Office which are virtually impossible to list.

Direct Funding Sources

Elementary and Secondary Education Act

[Amended PL 89-750] through the

California State Department of Education,

Office of Compensatory Education

■

Regional Demonstration Project

Intra and Interstate Demonstration

Summer Institute

Economic Opportunity Act, Title III-B,

through the California State Office

of Economic Opportunity, Migrant Division

Day Care Programs

Adult Education

California State Department of Education,

Bureau of Adult Education

Adult Basic Education

Supportive Services

Economic Opportunity Act, Title I-B,

Neighborhood Youth Corps

Economic Opportunity Act, Title II-A,

Summer Medical Student Program

■

Economic Opportunity Act, Title III-B,

Housing for Migrant Farm Worker Families

California State Department of Education,

Average-Daily Attendance Funds

■

Economic Opportunity Act, Title III-B,

Migrant Public Health

■

County Housing Authority Offices

ADAPT Multi-Service Center

part 2/PROGRAM OVERVIEW

abstract

Providing a well-designed, purposeful educational program for migrant students entails a multiplicity of problems -- personnel, facilities, materials and equipment. Historically, local school districts have found it virtually impossible to employ qualified teachers and support personnel for "flash-peak" periods; to purchase furniture, materials, and equipment; and to erect additional classrooms for these increased enrollments. That this situation could be alleviated to a great extent depended upon the acquisition of sufficient resources to design, develop, and implement a high quality program to meet the general needs of the migrant child and his family.

Thus it was conceived that an educational program for migrant families living in flash-peak housing could best be conducted by establishing "Educational Centers" in the three counties. These centers are composed of a migrant housing camp and the public school serving the children of that camp. Through a pooling of staff and material resources, the Demonstration Project and the cooperating school work together to meet the educational needs of migrant children and their families.

The "Educational Center" is designed to utilize a multi-level attack upon the needs of each migrant family member. Day Care age children are served at camps using O.E.O. funds. By means of E.S.E.A. funds, school-age children enrolled in local public schools receive special instructional attention during the regular school day and also in an extended day program at the camp. Evening instructional classes funded by O.E.O. allows adults to participate in the program. In the summer, a program for migrant children was developed with each participating school. The combination of funding agencies together with educational agencies and service organizations demonstrates the Center concept and emphasizes the importance of joint responsibility and coordination of efforts to upgrade the migrant family in our society.

the needs

EDUCATIONAL STATUS OF MIGRANT CHILDREN

The position of the migrant child in the educational complex is the result of a variety of causal factors. His schooling is constantly interrupted by the fluidity of his parents' employment during the harvesting season. The difficulty in acquiring educational experiences that are meaningful and continuous as a result of these travels lowers the societal status of the migrant child and his parents in the eyes of the community. Add to this the loose enforcement of school attendance and child labor laws, the lack of school transfer records and grade placement records, the recurring need for the child's income, and the result in a serious indictment upon the present social and educational systems.

EDUCATIONAL CHARACTERISTICS

The mobility of the migrant family is one of the relevant factors that tends to maintain this status quo. This has resulted in the perpetuation of several generally accepted characteristics. Paramount among these is the migrant's ability to achieve satisfactorily when his special needs have been identified, defined, and met. To enable him to achieve satisfactorily, however, the educational system must be sensitive to the migrant's general feeling of failure. In fact, the migrant child is often two or more years behind grade level because of his limited knowledge of English and/or absence from classes. It must be remembered that in most cases his native language is Spanish, and that he often lacks adequate clothing and food. The resultant lack of identification with the educational setup accents his feelings of non-acceptance by peers and teachers and serves to increase further his anxieties to attend/achieve in an unfamiliar setting.

EDUCATIONAL NEEDS

After identifying the status of the migrant child and defining his relevant characteristics, his educational needs can be stated. For purposes of program development, these needs have been delineated into three levels of emphasis: Day Care, Regular school, and Adult Education.

Day Care:

The day-care age child manifests a variety of deficiencies that extend beyond those of the "regular" child preparing for educational experiences. Foremost is a readiness factor coupled with oral and aural communication difficulties. The insecurity of these children as a result of this lack of self-expression leads to a negative self-image that seriously hampers his peer group orientation and social acceptance. Additional factors that tend to curtail the natural growth and development of the day-care age migrant child are poor nutrition and health. Truly, the needs of the migrant child are many, come early and require a concerted effort for their elimination.

Regular School:

The needs of the migrant child represent a continuous pattern from early childhood throughout adult life. Upon entering regular school, there is a carryover of all the needs exhibited as a day-care age child. Insecurity, poor self-image, little social acceptance outside his own group, and poor self-expressior are but his more apparent problems. Nutrition and health are still "real world" needs requiring continuous treatment. His lack of communication skills is still a delimiting factor. As the child progresses in regular school, other elements add to the dilemma. He lacks actual and vicarious experiences that are common to his more static counterpart. And his methods of expressing those experiences he has had oftentimes lack the organized conceptual patterns familiar to non-migrant children. Therefore, his orientation with respect to this group as well as to the surrounding community only add to the frustration he has been experiencing.

Adult School:

Upon reaching adult life, the migrant is still handicapped by the unsatisfied needs of early childhood, while having the additional burden of providing for a family. The assimilation factor is acute since he is required to operate in a culture that is alien to him economically and socially. This unfamiliar setting serves to compound his feelings of insecurity both in the community and in his indigenous environment. The result is a lower self-image since he may view his non-mobile counterpart as superior, i.e., more expressive, better school/community oriented, and more secure financially. Since the adult migrant tends to withdraw even more from this society of "outsiders", he loses contact with those agencies that can provide needed services and facilities that are available for his betterment and the well-being of his family.

program objectives

The organized "umbrella' structure was indispensable to the creation of a comprehensive program for migrant families. To best describe the overall aims of this program and to better appreciate its essence, the objectives are listed by funding source and described separately.

O.E.O. DAY CARE

To provide an instructional climate in which the child may develop a positive self-image, i.e., a knowledge of his worth relationship to the world around him.

To provide learning experiences that will enable the child to acquire meaningful communicative skills.

To provide vicarious experiences conducive to developing the child's perceptual awareness of the skills and knowledges required in his environment.

To provide opportunities in which the child may develop habits conducive to positive social and emotional relationships with peers and adults.

To help the child become aware of his physical needs and acquire healthful habits of play, rest, and work.

E.S.E.A. SUPPLEMENTAL INSTRUCTION

To provide an educational atmosphere conducive to the development of a positive self-concept.

To provide opportunities in which the student may acquire more effective communication skills, e.g., listening, speaking, reading, and writing, in both English and his ethnic language.

To facilitate student acquisition of fundamental mathematical skills and concepts.

To provide individual or small-group corrective/enrichment instruction to each student.

To provide basic health screening and medical aid.

O.E.O. ADULT EDUCATION

To provide adults with basic skills needed in the reading and writing of English.

To provide adults with the necessary mathematical knowledges for acquiring skills needed to make proper use of family budgets.

To provide adults with basic instruction in homemaking with emphasis on diets and health care for the family.

To provide instruction in elementary maintenance skills necessary for the home or the family automobile.

To provide vocational instruction for possible transition to non-agricultural employment.

staffing patterns

Particular patterns for staff utilization were found to be most practical and applicable in implementing the separate instructional program components. These patterns were dictated, in part, by the nature of the individual components and by experience with previously developed programs.

Because of the varied forms of staffing patterns applied in the components, each pattern is described briefly in this chapter.

DAY CARE

To provide an instructional program of merit for children between the ages of two and five years, it was essential that a low teacher-pupil ratio be maintained. This ratio was established at seven and one-half students per adult with a maximum of fifteen enrollees for each class, and is consistent with that set by the Office of Economic Opportunity and the California State Department of Education.

The staff for the instruction of each Day Care Program consisted of a supervising teacher, an assistant, and an aide. In the selection of Day Care staff members, consideration was given to individual commitment to the objectives of the project, educational competencies, intrinsic talents, mental alertness, verbalization skills [including bilingualism], and personal abilities that would allow for good relationships with children. Many of the staff members participated in an extensive pre-service training program. On-going in-service training was necessary to reinforce teaching techniques as well as to furnish orientation and training for project personnel hired from the migrant population.

IN-SCHOOL, TUTORIAL, SUMMER SCHOOL

The function of this component was to provide the necessary supplementary services needed to strengthen the regular public school classes so that each migrant student enrolled could receive the special instructional assistance he required.

During those hours when the migrant child was in the public school, special resource teachers, teacher assistants, and teacher aides worked directly with him and with his regular classroom teacher. In this manner, the student with identified language or other learning handicaps was given special individual instruction by the resource teacher or instruction in small groups with others of like learning disabilities. The teacher aides were assigned to the regular classrooms to assist the resident staff employees in providing more individual and small group instruction. The introduction of aides reduced the teacher-pupil ratio and relieved the teachers of many "non-instructional" tasks.

At the close of the school day, teachers and specially trained teacher aides provided individual assistance to migrant students in a tutorial setting at the camps. This instruction was given during the late afternoon and evening hours and was designed to reinforce the student's general educational accomplishments during his stay in a given community.

ADULT BASIC EDUCATION

The purpose of this component was to provide the adult members of the migrant community with a program of basic English and mathematics instruction. Because of the unique instructional needs of the students, it was necessary to provide individual or small-group instruction. This was accomplished by one teacher and an aide for each group of ten adult students. The program functioned during the evening hours, five days each week.

ADULT PRE-VOCATIONAL EDUCATION

Using the same ratio of instructors to students as in the program of Adult Basic Education, primary instruction was given in "Pre-Vocational" education classes. These classes included auto mechanics, grooming, sewing, cooking, typing and classes developed in accord with the expressed interests and felt needs of the adult migrant population.

The instructional staff for the Pre-Vocational classes was composed of representatives from the various trades under study. In the auto mechanics class, a regularly employed auto mechanic served as teacher. Each of the "trades" teachers was assisted by a bilingual teacher's aide to promote language fluency and group dialogue in the instruction.

AUXILIARY STAFF

A program of intensive support through the use of special staff allowed each instructional staff member to utilize his time for instruction. This staff included the following positions:

Project Supported	Contributed Services
Project Nurse	Summer Medical Students
Cooks	Neighborhood Youth Corps
Custodians	
Secretaries	
Community Aides	

This group was locally selected and specially trained to supplement the existing personnel in the local school districts during the regular school year or summer school program.

CONTRACT STAFF

A number of critical short term needs of the Regional Demonstration Project in Migrant Education were met by the employment of certain specialists on a day-to-day contractual basis. Such specialists employed are:

Physicians

Vision Screening Specialists

Evaluation Specialists

Hearing Screening Specialists

Pre-Service and In-Service Institute

Consultants

Publications Specialists

Fiscal Services Personnel

Administrative Consultant

Provisions for employing additional specialists in other fields were also essential to the operation of a successful program.

SUPPORTIVE PROGRAMS

In addition to the regularly employed staff members of the instructional program and the consultants for training the staff, other individuals assisted in the operation of the program. These included Neighborhood Youth Corps enrollees, summer medical students, and community project personnel.

program planning

MODEL FOR PROGRAM DEVELOPMENT

To implement programs developed as a result of the needs and objectives established, a structure was developed that is comprehensive in nature and includes provisions for all aspects pertinent to the education of the migrant child. Yet, the organization of this structure is such that components can be readily isolated for implementation and financing. The purpose of developing a structure that can be set aside in separate components is to make feasible joint or separate funding and/or implementation of program components by other agencies.

Considering the basic trends of a comprehensive program for the migrant child, three dimensions become apparent: [I] the person being targeted because of need; [II] the program being initiated to fulfill the need; and [III] the method of implementation.

With regard to the first dimension, the person, three categories become evident: [A] the child from infancy to five years of age; [B] the school age child; and [C] the adult.

The program dimension of the basic educational planning model was dictated by present knowledge concerning the needs of the migrant child and his family. An analysis of research in the area of programming indicates efforts in the following three categories: [A] programs aimed at prevention; [B] programs aimed at compensation; [C] programs aimed at social and occupational orientation.

The third dimension critical to the structure of the educational model is implementation. Once a program is developed on the basis of needs and objectives, a method for implementing the program is required. To design a program that fits the needs of the migrant child and that could be applied under a variety of conditions, the following four categories were derived: [A] instruction; [B] auxiliary services; [C] administration; and [D] financing.

To complete the educational model, a fourth dimension is included to provide the evaluation and research needed for future direction and sound program development of the overall project. This dimension consists of the following categories: [A] the acquisition of knowledge; [B] the evaluation of the gathered data; and [C] the dissemination and use of information

part 3/PROGRAM IMPLEMENTATION

unanimity of purpose

DIVERSE FACTORS

The most appropriate description of the total program can be summed up in the words diversity and unanimity -- diversity of program and unanimity of purpose. A program encompassing a physical territory as large as the three counties, enlisting the efforts and resources of ten school districts and numerous agencies, and working in behalf of migrant families of varied ethnic backgrounds and from different home states must be able to accommodate differences without losing sight of its basic purposes.

Each county within the region chose to implement a program that was different from that of its neighbor, except in purpose. The relevant factors of these differences were the composition and concentration of the migrant populations and their identified needs. Also, the staffs of the participating counties had diverse backgrounds and experiences with federal programs which were reflected in the solution strategies applied to program implementation.

LIMITS

Implementing a program of migrant education hinged upon a number of factors. Initially, the lack of time hampered full scale implementation of programs of supplemental instruction in the participating schools. This element of time also proved insufficient for effective program planning and coordination.

At the inception of the project, variations in migrant enrollment and participation in the nine camps and throughout the schools of the region were immediately apparent. Part of the differences can be attributed to the availability of work in the various counties. In general, unfavorable spring weather curtailed work opportunities in April and May and thereby influenced program participation. This varied from county to county depending upon the kinds of crops harvested locally. Merced-Atwater camp residents, for instance, found that the late spring rains delayed the harvest of tomatoes and other crops in Merced County. Consequently, the camp was slow to reach maximum occupancy and enrollment in the spring and summer programs remained low until work opportunities improved. On the other hand, in San Joaquin County, tree trops were being harvested in May and camp occupancy figures were high very early. Stanislaus County, with year-round agricultural opportunities and greater housing facilities, maintained the highest enrollment throughout the duration of the program.

tenant councils

INVOLVEMENT OF THE MIGRANT COMMUNITY

Project staff members made every effort to seek out the voice of the migrant community and to involve the people in a dialogue regarding the services and opportunities available to them through the Project. Individual contacts and group sessions were used as a means of developing a cooperative effort in meeting the families' needs. In each camp, Tenant Councils were formed. These groups elected their own officers and conducted weekly meetings. Their greatest contributions were in articulating the real needs of the camp families and in calling attention of the appropriate agencies to these needs. It is significant that in several instances Tenant Councils assumed total responsibility for carrying out various tasks, a concept promoted by the Project.

Examples of Tenant Council activity will serve to illustrate the valuable contributions which migrant participation rendered. The Empire Tenant Council was instrumental in obtaining medical services for camp residents. Through their efforts, needs were identified and a petition requesting that attention be given to the health problems of the families was successfully circulated. This petition was presented to the Project Director and to the Medical Society of Stanislaus County, groups who were then engaged in exploratory discussions with regard to the provision of health services for camp residents. The Empire Tenant Council's petition served to reinforce the need for action. As a result, representatives of the Project and of the health agencies completed negotiation of a contract that provided the services requested.

In contrast to this activity, but equally valid, was the action taken by the Tenant Council at Los Banos Camp in Merced County. This group discussed camp needs and decided to raise funds to meet the emergency medical needs of adults and to provide clothing for children whose parents had not been able to work due to poor weather conditions. In addition, their concern for improving and beautifying their camp grounds led them, with the help of school personnel, to locate donors of trees among the interested members of the Los Banos Community.

In San Joaquin County, the idea for a Mothers' Club grew out of planning sessions between the Tenant Council and the Day Care staff. It was the desire of the mothers to form a club that would enable them to share ideas about the care and up-bringing of their children, obtain first-aid instruction, and assist them to learn more about the preparation of nutritious meals.

By initiating and maintaining continuous dialogue with the migrant community, confidence in the program components became apparent and grew into full support and cooperation.

day care

Through the Day Care Program, the developmental needs of young migrant children were served at the same time that the parents were gainfully employed and the older children were enrolled in school programs. Children 3 to 5 years of age received attention to their health needs, proper nutrition and physical exercise, adequate rest, and developmental learning experiences.

For most of the young children, the day started at five in the morning when the parents left them at the Day Care Center in the camp. Day Care services made it unnecessary for these children to prevent their older siblings from attending school by having to serve as baby-sitters. No longer was it necessary, either, that the parents carry the child to the fields to play or leave the child to rest unattended in the car while the family worked. The major elements of the Day Care Program are described in the following sub-headings.

self image

The Day Care program placed great importance on the staff's ability to relate to children. Two of the qualities most evident were the warmth and encouragement offered to children--particularly those who could not yet communicate in English, or who needed more time to interact with others. The ethnic language of the children was accepted and reinforced through the use of ethnic songs, games, and stories. Directions and explanations often were given in the ethnic language until the child acquired sufficient understanding of English.

Introduction to English language learning was highly informal but derived through careful planning and use of sensory experiences, picture "reading", story-telling, singing, games, puppets, number experiences, and creative expression through clay and paint. Books played a significant role in the language development of the children. Large, colorful books brought them much pleasure but also added to their supply of concepts and enriched their listening and speaking vocabularies. The children's efforts were continuously recognized and supported throughout the program by activities designed to encourage inquiry, discovery, and success.

conceptual development

Providing the migrant child with the developmental learning experiences on which later learning depends was a primary goal of the child care program. At the Day Care Center, young children participated in learning activities which enabled them to gain new concepts. This was accomplished by introducing toys, foods, and activities previously unfamiliar to them.

social needs

The vital element in a successful program of child care for migrant children is the quality of human relationships that operate in the program. Positive child-adult and peer group interactions were important program objectives. The Day Care staff members used patience, understanding, warmth, and encouragement to nurture the behavioral growth of the children. Self-confidence building activities such as clay work, finger painting, free play, etc. were used to motivate self-direction. By sharing toys, taking turns on the playground equipment, and by working in small group projects, the children learned the social amenities of group interaction.

nutrition

In the nutritional program which included breakfast, lunch, and morning and afternoon snacks, children received nourishing meals served family style. One staff member sat at each of the tables and ate with the children. Healthful eating habits, manner, and easy conversation were goals fostered quite naturally using this dining arrangement.

health

Children in the child care program were given general examinations which included screening for vision and hearing problems. Close observations for colds, contagious illnesses, or unusual behavior resulted in quick referrals to the nurse and prompt attention for the child. The children in the program learned to brush their teeth after meals and to exercise greater control of their bodily needs. Afternoon naps enabled youngsters to obtain healthful rest.

physical development

Outdoor play activities offered the children many opportunities for physical development. Playground equipment in most camps included sandpiles, climbing equipment, slides, swings, tricycles, wagons, large balls and jump ropes. Large and small muscle activities were also provided for through indoor activities such as marching, hopping, skipping, sliding, finger plays, games and manipulative toys and equipment.

summer school

SUPPLEMENTAL INSTRUCTION

Ten-week, day-long summer programs were arranged with the seven participating school districts once it was ascertained that A.D.A. support to cover the two sessions could be obtained from the State Department of Education. Agreements were worked out individually with each of the districts so that some of the costs incurred in the extended day and the longer session and not covered by A.D.A. would be met by the Project. These included extraordinary transportation costs, such as for field trips or for normal bus service if the district didn't offer any during the summer, the cost of operating a cafeteria and serving a noon meal, compensation for additional janitorial service and for increased utility costs, and additional costs for putting on special personnel such as a librarian or a library clerk to keep the library open in the summer. Where possible, schools contracted for library and audio-visual services from the County Schools Offices so that these resources might be utilized throughout the summer. Where local library resources remained inadequate to encourage a high degree of independent reading, the Project supplemented the reading material available with well illustrated, high-interest, low reading difficulty materials.

The learning experiences provided for children in the summer program mirror the diversity of educational orientations that exist in the schools of the area. In all schools, but one, the morning portion of the all-day program represented the local school's concept of a summer program. During this part of the day, the instructional climate ranged from basically academic or corrective to those in which the emphasis was on enrichment and creativity. For all participating schools an afternoon program was a new experience, consequently greater flexibility in instruction and more unusual opportunities for learning were possible at this time. The accomplishment of school and project goals was possible in the total program because both school and project personnel made genuine efforts to find more effective ways of instructing the children.

self-concept

An objective of fundamental importance to the accomplishment of any of the academic goals was that concerned with the migrant child's development of positive ideas of self. Aides and teachers gave directions and clarifications in the ethnic language as needed. Learning activities made use of ethnic contributions in music, art, food, and dance. Opportunities for self-expression through art, music, and oral expression enabled children to explore feelings, to experiment with a variety of media, and to acquire self-confidence and adequacy. Student needs and interests were assessed and children were encouraged to engage in self-directed activities. To heighten their sense of adequacy and promote independence, they were encouraged to operate and care for instructional materials and equipment. In the flexible and non-threatening structure of this learning program, students were encouraged to ask questions, to probe, to be curious. In one school much intellectual stimulation and excitement was generated by experimenting with a unit on humor that allowed students to explore ideas more extensively and with greater perception. In this instance, both students and teacher garnered greater insights about the self and about one another.

communication skills

Central to instruction in all areas was the development of effective communication skills. Experiences for language development ranged from one-to-one direct instruction in English as a Second Language, to small group language enrichment activities with the Peabody Language Development Kits, to activities involving the entire class such as through dramatization, story-telling, conversations and language games. Realia, pictures, toys, flannel board materials, puppets, art work and manipulative materials proved effective tools for language development. Also, language masters, record players, and tapes were used effectively by some schools and greatly enjoyed by the students.

mathematical skills

Particular attention was given to developing basic computational skills in the migrant children. During daytime instruction, those children having difficulties were given individual or small-group help by the teacher or teacher aide. Chronic difficulty in acquiring a use of process mathematics was referred to a resource teacher for specialized techniques with that particular child. In order to reinforce concepts and abilities, an extended day tutorial program in the basal subjects at the camp included functional mathematics. These work-study sessions were conducted by teacher assistants and aides and centered primarily upon previously assigned homework.

Important to the development of knowledges and skills in mathematics were the procedures used to introduce/develop/reinforce a concept. In most instances, activities were related to "real-world" conditions and used concrete objects to build relationships. For example, planning a field trip involved certain costs. These were estimated by selecting sights to visit, locating them geographically, judging time requirements, figuring food costs, and then relating these factors to the benefit that the total group would derive. Also, when preparing for a "waffle party", the children actually calculated the quantities of the requisite components and the cost based upon the number of guests to be served. Another method that proved quite effective during the summer program was the use of mathematical games. Techniques such as these aided the children in the learning process.

health screening

Knowing that migrant families have many serious health needs, the Project earmarked and portion of the E.S.E.A. funds for health services to school-age children. Contracts were entered into with the County Public Health Offices of the County Medical Societies in San Joaquin and Stanislaus Counties. In the third county, Merced, services were provided cooperatively by the Public Health Office and the Project staff. Each of these agreements differ because the local resources available in each of the counties were taken into account, but the net effect was the same--improved health services to migrant children. The Project takes pride in the comprehensive health services made available to migrant children through the cooperation and efficient efforts of these agencies. [See Appendix B] One of the cooperating counties, San Joaquin, is recognized by state and national agencies as a leader in the provision of health services to migrant families.

In the counties of Merced and San Joaquin, clinics staffed by a physician and a nurse were operated several days a week at the various camps so that examinations, immunizations, and various screening tests might be performed. In Stanislaus County, children were screened at the camps by Project nurses and those children requiring medical attention or a more comprehensive examination were referred to local doctors. Services provided as a result of referrals were also paid for by the Project.

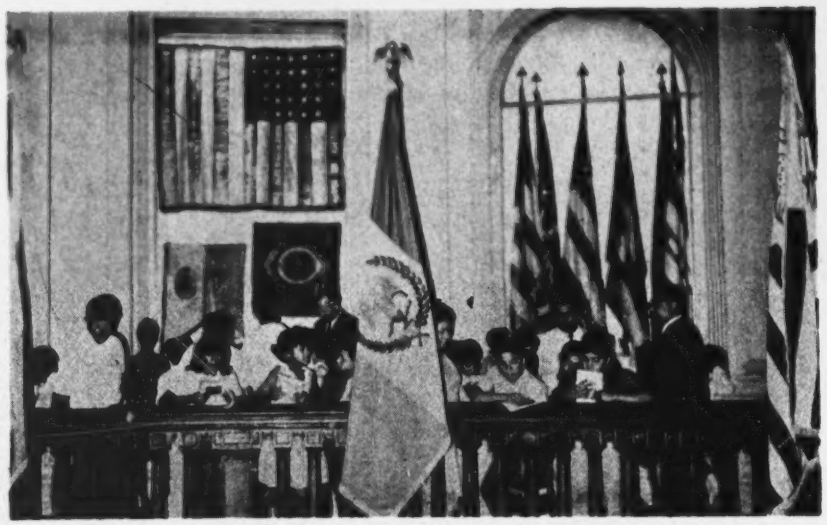
Nutrition:

Supportive services contributed greatly to the successful implementation of the summer program. Arrangements were made with each of the participating schools to operate a hot lunch program for migrant students during the length of the summer program. With E.S.E.A. funds, the Project provided Class A type lunches at a daily cost of 35 cents per child. This arrangement was satisfactory to the parents and assured the children's participation in a full day program. However, a problem soon developed and was brought to the Project's attention by the parents. In general, migrant families were leaving the camp for work at 5:00 in the morning. While all children were left at the Day Care Center under the supervision of Project staff, only the young ones enrolled in the O.E.O. program could be fed breakfast. This meant that the elementary school children awaiting the school buses had to watch while their younger brothers and sisters ate though they, too, had not had breakfast. The parents, therefore, asked if their school-age children enrolled in the summer program might not also be served breakfast. The Project applied to the Division of Compensatory Education for additional funds for food services and the request was granted.

enrichment

Attendance in the summer program always increased when field trips and excursions were planned. It was firmly demonstrated that these activities when properly planned, conducted, and followed-up by meaningful experiences in the classroom truly contributed to the children's learning. The concepts acquired through these real-life experiences resulted in the development of verbal labels that did contain meaning for the children.

Throughout the region, students in the summer program participated in many excursions within their schools and communities. These sensory learnings promoted the development of rich oral vocabularies, expanded the children's store of concepts, and stimulated the flow of creative expression. Longer trips such as those to the State Capitol in Sacramento, the Pioneer Museum in Stockton, the state parks in the various counties, the Fresno Zoo, the Petting Zoo at Weberstown Mall, Pixie Woods, various dairy farms, and the Outdoor School at Camp Green Meadows near Yosemite were possible only because project funds were available for this purpose. A trip to San Francisco to see a Giants' ballgame at Candlestick Park enabled migrant children to become participants and not mere observers of the cultural scene. Other first-hand experiences included a train ride, observing candy production at a Hershey Plant, visits to fire stations, libraries and numerous other places. Through field trips and excursions, migrant students accomplished a significant involvement with the communities in which their families work. Except for isolated efforts of individuals and interested groups, migrant families have heretofore had few opportunities to become well acquainted with or feel a part of these communities.



language problems

The Van Allen teacher guides, Language Experiences To Reading, were used to stimulate oral language and provide material for writing and subsequent reading.

Language Masters and tape recorders afforded the children opportunities to hear, practice and reinforce needed English structures. In addition, recordings such as "Sounds of the American Southwest" and "Sounds of Wild Animals" provided new and different experiences that promoted listening skills and stimulated creative verbal and non-verbal expression. Tape recordings were made of field trips conducted throughout the program, and were used to increase their communicative and self-expressive skills.

Since the migrant children's greatest academic need was in the Language Arts, most of the corrective assistance given was in this area. During the regular school day, teachers and aides helped the children develop or expand their oral and reading vocabularies through the use of realia, pictures, films, film strips, language games, and stories. SRA reading materials were used as corrective devices because of their high stimulus and self-directional capabilities. In addition to the SRA materials were the Harr Wagner library books which were of low reading difficulty and high interest value.

flexible grouping

Integration Through Flexible Grouping:

Pursuant to state regulations regarding integration, migrant students like other students in the summer program, were placed in summer classrooms according to grade level. In this way, resident students as well as migrant students had an opportunity to interact in multi-ethnic groups in the morning program. The afternoon portion of the program, although specifically designed with the migrant child in mind, encouraged resident students with similar educational needs to participate, thereby maintaining normal class settings.

A good example of the values of mixed instructional groups was Franklin School in Merced City. During the first four weeks of the summer program, migrant students were dispersed throughout a number of schools in the city. When the regular summer program ended, migrant students and residents who wished to continue for the duration of the summer were brought together at a central location, Franklin School. Here, migrant as well as resident children worked and played together for the remaining five weeks. Interesting cross-cultural exchanges were evident in the acceptance of both Spanish and English in the instructional program and in the growing appreciation for the contributions of other cultures.

Parents and other members of the community also visited the program on numerous occasions and participated in activities such as the Hawaiian Luau and the Mexican-American Fiesta. The interest shown by the adult members of the community was, of course, beneficial to the children. Indirectly, though, these visits accomplished another vital purpose--that of interpreting some aspects of the Regional Program to the general community. Finally, the interaction of migrant with resident children in the summer program made more probable the assimilation of migrant families into the surrounding communities and improved community awareness and understanding of migrants.

adult education

Adult members of migrant families are aware of and concerned about the need for increased educational skills in the work-world for themselves as well as for their children. Automation is no mere shadow on the horizon for the older migrants. Many of them realize that it will be a rare feat for them to obtain employment in occupations that require extensive training.

The Adult Education Component, therefore, was directed primarily at the social and occupational orientation of the adult migrant agricultural worker. The program was designed to aid the adult student in acquiring skills needed to enhance his socio-economic opportunities. The educational theme was geared to "real world" requirements based upon realistic program objectives. Fundamental principles of managing the household budget, the care and nourishment of the family, family hygiene, reading and filling out work forms, and home auto repair were a few of the areas developed. Specialists from the community worked in conjunction with staff personnel in these sessions to give the adult migrant first-hand experiences. These activities proved truly relevant to the needs of adult migrants. The response has been tremendous - the recipients gratified that they are not a forgotten segment of our society.

evaluation

To measure the effectiveness of the Regional Demonstration Project concept and its impact upon the participating communities, it was determined that a multi-dimensional evaluation was required. Essentially, an assessment of the project objectives, the methods of achieving these objectives, and the effects of the program upon the community and the migrant family was conducted. Instruments designed to measure the impact of the Project and to serve as a sounding board for modification and upgrading may be seen in Appendix G. It should be noted, however, that these are interim findings. A long-range, comprehensive evaluation is being conducted by a team of specialists headed by Dr. Newton Metfessel, Professor of Education, University of Southern California. The results of this research report will be disseminated in the near future.

DISSEMINATION

Dissemination of the intent of the Regional Migrant Demonstration Project and the procedures to implement a broad, well-organized structure dedicated to reducing the felt needs of migrant children and their families through a purposeful program has been a continuing factor in the development of the Project. A wide variety of media, e.g., news releases, radio, television, and publications have been employed to effectuate the regional concept. Area-wide civic groups and educational groups also have been most receptive to the strategies being implemented for the migrant.

Representatives from the various colleges have visited the project to become acquainted with the program and teaching techniques that have proven successful for the migrant and which they might incorporate into their teacher-training programs. These institutions of higher learning included the University of Southern California, and the California State Colleges at San Diego, Los Angeles, Fresno, Stanislaus, San Jose, and San Francisco.

National impact of the project has also been evidenced. Under an Office of Economic Opportunity grant, forty persons visited the area to observe and evaluate program operation.

Presentations have been given to state agencies such as Public Health and the Office of Economic Opportunity. On the national level, some information has been shared with the U. S. Office of Economic Opportunity and the Secretary of Health, Education, and Welfare.

INTERSTATE TEACHER INSTITUTE

The Interstate Teacher Institute project report, coordinated under the Regional Migrant Demonstration Project Director, is currently being developed.

The institute objectives are twofold --1-- a workshop to exchange ideas, materials, and teaching techniques and --2-- a teacher training program to practice the application of various methods and techniques.

part 4 / APPENDICES

appendix A

REGIONAL MIGRANT DEMONSTRATION PROJECT FUNDING

Elementary and Secondary Education Act,
Title I, P.L. 89-10
(Amended P.L. 89-750)

HBK II CL(1)	Expenditure Account (2)	Salaries (3)	Contracted Services(4)	Other Expenses(5)	Total(6)
100	Administration	11,100.00		4,983.00	16,083.00
200	Instruction	296,600.00	32,100.00	44,611.00	373,311.00
300	Attendance Ser.				
400	Health Services	37,800.00	25,110.00	5,760.00	68,670.00
500	Pupil Trans.Ser.				
600	Operation of Plant				
700	Maintenance of Plant				
800	Fixed Charges			22,040.36	22,040.36
900	Food Services		45,360.00		45,360.00
1000	Student Body Activities				
1100	Community Ser.				
1220c	Remodeling(less than $2000)				
1230	Equipment			12,150.00	12,150.00
	TOTAL	345,500.00	102,570.00	89,544.36	537,614.36

FUNDING APPROVED

	Project Component	Funded Amount
1.	Regional Demonstration Project	$ 537,614.36
2.	Adult Basic Education	31,000.00
3.	Adult Pre-Vocational Project	106,000.00
4.	Day Care Centers	393,500.00
5.	Interstate Project	55,000.00
	Total Approved Funding	$1,123,114.36

appendix B

HEALTH SERVICES TO CHILDREN — OEO and ESEA

Health Service	Statistics*			
	Merced	Stanislaus	San Joaquin	Total
No. of Services to Children	909	926	1,334	3,169
Clinic Visits	1,181		2,667	3,848
Hours of Nursing Service	880		520	1,400
Well Child Examinations	442	130	280	852
Immunizations	207	66	477	750
Vision Screening	208	507	84	799
Audiometric Screening	108	223	82	413
Home Calls & Parent Conference	592	127		719

*Pre-school children whose services were paid for out of OEO funds are included in these figures.

appendix C

REGIONAL ADVISORY COUNCIL

DIRECTOR OF COUNTY COMMUNITY ACTION AGENCY

Mr. William Key --Merced County--
Assistant Director,
Economic Opportunity Commission
P.O. Box 2085
Merced

Mr. Jim Cookston --San Joaquin County--
Director, C.A.C.1864 E. Hazelton
Stockton

Miss Jessie Smallwood --Modesto County--
Executive Director, C.A.C.
1626 "I" Street
Modesto

COUNTY EXECUTIVE SECRETARY FOR HOUSING

Mr. Joe Sanders --Merced County--
Executive Director of Housing Authority
405 "U" Street
Merced

Mr. Allen R. Reed --San Joaquin County--
Director of Housing Authority
2436 S. Bellview Street - P.O. Box 6186
Stockton

Mr. Joe Artesi --San Joaquin County--
Migrant Housing Coordinator
1864 E. Hazelton Avenue
Stockton

Mr. Walter Thompson -- Stanislaus County--
Executive Director of Housing Authority
1701 Robertson Road
Modesto

Alternate-
Mr. Paul Mark --Merced County--
1257 California
Los Banos

A GROWER'S REPRESENTATIVE

Mr. Mark Kamiya --Merced County--
Grower Representative
12614 Bradberry Road
Ballico

Mr. Newharth --San Joaquin County--
Grower Representative
1771 So. Stockton Street
Lodi

Mr. Rae Codoni --Stanislaus Co.--
Executive Director,
Grower s Harvesting Committee
P.O. Box 745
Modesto

Alternate
Mr. Charles Magnason --Merced County--
10235 El Captain Way
Ballico

CAMP COUNCIL REPRESENTATIVE

Mr. Manuel Villarreal --San Joaquin County--
Rt. I, Box 272 B-4
Lodi

Mr. Manuel Rivera --Stanislaus County--
Chairman, Empire Camp Council
Cabin #13, Empire Farm Labor Camp
Empire

Alternate
Mr. Luis Trevino --Stanislaus County--
Chairman, Westley Camp Council
Trailer #5, Westley Farm Labor Camp
Westley

ELECTED REPRESENTATIVES

Marie Bessemen --Merced County--
3228 N. Aldner
Merced

Mr. John Natteford --San Joaquin County--
133 East Weber
Stockton

Mr. William N. Reynolds --Stanislaus Co.--
County Coordinator
Regional Demonstration Project
P.O. Box 1697
Modesto

Alternate
Anne Klinger
1680 Bette
Merced

appendix D

REGIONAL PLANNING GROUP

Roma T. Teel
Vice-Principal
Empire School

Frank C. Pearce
Research Chairman
Stanislaus CAC

Leonard Christensen
Dir. Elem. Education
Stanislaus County Schools

Raymond Safreno
Superintendent
Riverbank School District

Otis Mercer
Dr. Sec. Education
Stanislaus County Schools

Bill Boyarsky
Dist. Superintendent
Patterson Unified

Lee Brooks
Project Director
Ceres School District

John Bahnsen
Special Projects
San Joaquin County

Dan Woodard
Director
Manteca Unified

John Wilber
Superintendent
Manteca Unified

Joe Artesi
President
San Joaquin Housing Auth.

John Natteford
Soc. Serv. Chief
San Joaquin Welfare

Paul Hillar
Dr. Health, P.E., Rec.
Stanislaus County Schools

Jeanne Miller, M.D.
Secretary
Stanislaus Medical Society

Elsworth Wolfe
Prin. Yosemite High
Merced Union A.S. Dist.

Patsy Fry
Teacher
Merced College

William Norman
Administrator
Merced County Health

Floyd Schelby
Superintendent
Merced County Schools

Jack Boyd
Asst. Superintendent
Merced County Schools

Edna Miller
Soc. Serv. Director
Stanislaus Housing Auth.

Pamela Richards
Westley Day Care Center
Stanislaus County

Maria Rodriguez
Consultant
Merced County Schools

John Crane
Supervisor
Merced Welfare

Danard Davis
Coord. Adult Education
Merced County Schools

David Austin
Consultant
Merced County Schools

Richard L. Baca
Compensatory Education
State Dept. of Education

Jack Rowe
Project Director
Merced City Schools

Bill Stockard
Asst. County Supt.
Merced County Schools

Robert Kirkpatrick
Superintendent
Los Banos Un. School Dist.

John Sessums, M.D.
Medical Consultant
State Dept. of Pub. Health

Paul Marks
Coord. Migrant Camp
Merced Housing Auth.

M. Robert Adkison
Superintendent
Ceres Unified

Jon Elan
Vista - Stockton

W. L. Hampel
Attendance
Downey High School

Virgil Howard
Asst. Superintendent
Stanislaus County Schools

Joe Sanders
Exec. Director
Merced Housing Auth.

Walter Thompson
Exec. Director
Stanislaus Housing Auth.

Bill Reynolds
Migrant Coordinator
Stanislaus County Schools

Richard Hughes
Asst. Special Project
Lodi Unified

Jessie Smallwood
Exec. Director
Stanislaus County CAC

Al Whitehall
Exec. Secretary
Stanislaus Med. Soc.

Hannah McCabe
Chief Fam. & Child Dir.
Stanislaus County Welfare

William McGowan
Superintendent
Ballico-Cressey School

Bob Yialouris
Principal
Ceres Unified

Margery Ruby
Elem. Consultant
Ceres Unified

Ella Ross
Child Care Consultant
OEO Migrant Plan

Olive Stocking
Day Care
State Social Welfare

Manuel Banda, Jr.
Consultant
State OEO

Laurence DeForest
Commissioner
Stanislaus Housing Auth.

Hector Burke
Migrant Coordinator
San Joaquin Co. Schools

appendix E

REGIONAL DEMONSTRATION PROJECT
MIGRANT EDUCATION

ABBREVIATED SCHEDULE FOR TWO-WEEK WORKSHOP

Two-Week Session

Opening date June 19 - 9:00 a.m.

Closing date June 30 - 4:00 p.m.

Daily Schedule

Begin Morning Session 8:00 a.m.

Lunch break 12:00 Noon

Begin Afternoon Session 1:30 p.m.

End Afternoon Session 4:00 p.m.

Occasional Evening Session 7:00 - 9:00p.m.

Purpose

To provide a forum for participants and project staff to examine and exchange instructional techniques and materials as well as administrative techniques utilized in each of the participant's respective programs and to observe Migrant Education Programs in action in the Regional Demonstration Project of the California Plan.

Participating Personnel

The Workshop is for designated professional and para-professional personnel responsible for actual instruction or supervision in the approved Migrant Education Programs of the California Plan and the cooperating states in the Interstate Agreement. Each local project is limited to one participant.

Study Topics

- I. Orientation to Education of Migrant Families
  An introduction to California Migrant Plan Regional Demonstration Program and to the programs of participating states.
- II. Visitations to Migrant Education Centers of the Demonstration Region
  Observations and meetings with participating instructional personnel and Migrant Families.
- III. Presentations on the Cultures of the Migrant populations
- IV. Identification of the needs and resources of the Migrant populations
  A discussion on the Educational, Social, and Economic needs of the diverse cultures.
- V. Reports on Existing Instructional Programs for Migrants in the participating states.
- VI. Administrative Problems relative to the operation of Migrant Education Programs
  A discussion of the administrative and fiscal procedures and problems.
- VII. The Organization and Implementation of Pre-Service and In-Service Training Programs
  A discussion of the problems which have to be confronted in the development of training programs for all personnel, including aides.
- VIII. Supportive Services required in Migrant Education Programs
  A discussion of the food, health, and recreational services provided by the project and the procedures followed to explore and make use of available resources.
- IX. Community Involvement and Parent Participation
  A discussion of the techniques and procedures used to involve community and Migrant populations

appendix F

REGIONAL DEMONSTRATION PROJECT
MIGRANT EDUCATION

ABBREVIATED SCHEDULE FOR SIX-WEEK SUMMER INSTITUTE

Six-Week Session

Opening Date July 10 - 8:00 a.m.

Closing Date August 18 - 4:00 p.m.

Daily Schedule

Begin Morning Session 8:00 a.m.

Lunch Break 12:00 Noon

Begin Afternoon Session 1:30 p.m.

End Afternoon Session 4:00 p.m.

Occasional Evening Sessions 7:00 - 9:00 p.m.

Purpose

To provide in-service training for teachers and supervisory personnel of Migrant Education programs to demonstrate practical applications of methods, techniques and materials developed within Demonstration Project and to review materials developed within the Two-week Workshop.

Participating Personnel

The Summer Institute is for designated professional and para-professional personnel responsible for actual instruction or supervision in the approved Migrant Education Programs of the California Plan and the cooperating states in the Inter-state Agreement. Each project is limited to one participant.

Institute Activities

- 1. Orientation to Education of Migrant Families

  Overview of California Migrant Master Plan

  Overview of Regional Demonstration Project Philosophy and Structure

  Identification of problems relative to the education of Migrants

  Setting of goals by individual participants

  Planning for self-evaluation and for evaluation of the Institute

- 2. Visitations to Migrant Education Centers of the Demonstration Region. Observations will be made of:

  Day-Care Programs

  Summer School Programs, Gr. 1 - 6

  Tutorial Programs

  Supportive Services

  A written Report on the Observations made of the Various Programs

- 3. Continuous Dialogue and Interaction Between Participants, Project Staff, Migrants, and Specialists through:

  Lectures

  Individual Reports

  Panel Discussions

  Brain-storming Sessions

- 4. Presentations on the Cultures of the Migrant Populations including active Participation by Migrants.

  Ethnic groups represented

  Family Structure

  Beliefs and Customs

  Attitudes and Behavior Relative to Education

  Attitudes and Behavior Relative to Work

  Attitudes and Behavior Relative to Welfare

- 5. Identification of the needs and Resources of the Migrant Populations through discussions with Migrants and with Specialists

  The Economic Plight of Migrants

  Problem situations relative to the Education of Migrants

  Social needs caused by mobility

  Exploring the Philosophy of Self-help

  The Future of the Migrant

- 6. Demonstration of Approaches, Techniques, and Materials of Instruction Found Successful in Migrant Work.

  Participants will have an opportunity to demonstrate teaching techniques and test instructional ideas with migrants at all grade levels and in a variety of programs. Individualization of instruction will be emphasized.

- 7. Study of Instructional Materials

  Participants will study and try out commercial materials of instruction with students in the Regional Education Programs. Included will be materials recommended for use in Mathematics, Science, Social Studies, Reading, and Language development.

- 8. Viewing of Films

  Recent films relative to education will be shown for participants study and reaction.

- 9. Literature on Migrant Education

  Participants will have access to materials treating the migrant needs as well as those materials pertaining to the education of migrants. Bibliographies of suggested literature will be developed. Participants will be asked to record their reactions to suggested materials or items of special interest.

- I0. Compilation of Curriculum Materials

  Suggestions for innovative teaching practices will be studies, compiled, and published.

- II. Evaluation

  Participants will engage in a continuous program of evaluation Participants will keep a daily log of their activities as part of self-evaluation. Occasional evaluation of institute activities for project use.

appendix G

PUPIL QUESTIONNAIRE	YES	NO
I. Do you have a good feeling about what you are learning here?	182	12
2. Do you think you could learn faster?	127	65
3. Do you think you could learn more than you are now learning?	157	36
4. Do you like this school as well as your last one?	141	46
5. Do you feel that what you are learning will help you when you grow up?	177	13
6. Does your teacher help you when you don't understand your work?	179	15
7. Does your class have a teacher's aide?	120	68
8. Does the teacher's aide help you?	124	33
9. Do the other students in your class like you?	168	7
I0. Do you like the other students in your class?	177	17
II. Do you speak Spanish?	163	29
I2. Do you speak English?	160	27
I3. Do you think you could learn better if you were taught in Spanish?	60	132
I4. Was Spanish used to help you in school?	74	111
I5. What did you like best about your stay in this area?		

PUPIL QUESTIONNAIRE

One-hundred ninety four [illegible]nts responded to the questionnaire. While specific resp[illegible]es to questions may not provide significant evidence, the cumulative affect reflects a "good feeling" toward the school, and teachers and their environment in general. Among children whose aspiration level is generally quite low, this is a very significant factor. One-hundred eighty two of the children do express this positive feeling.

The fact that two-thirds of the children feel that they could learn more and faster (questions 2 and 3) implies a feeling of academic success which must be a new feeling for many of them.

The questions involving Spanish are interesting and indicative. Two-thirds of the children do not feel that being taught in Spanish would help, even though seventy-four indicate that they were helped through the use of some Spanish language.

The children's responses to the open ended question also reflect a "good feeling". The most popular aspect was the extended day program of games and recreation with forth of the children indicating that this is the "best part." The children like each other, too, with twenty-five responding with "friends" to question No. I5.

Day care help, field trips, summer school, their house, are all listed as elements children "like best". Only three children responded with "I don't like it at all".

Six "quotes that appeal" are included as they were written. They seem to summarize elements of importance to the children in their own unique words.

I. "I like this school best because they don t spank me and on the last school that I went they use to spank me nearly everyday."

2. "My mother and father came to work, and we came to go to school. I like to live in a accordin." "refers to house in migrant camp."

3. "I liked school best because I learn better."

4. "My father has a good job. We have a good house." "I like it because my father have a good job at working in the machine."
6. "We like to work."

MIGRANT PARENT QUESTIONNAIRE

	YES	NO
I. Do you have children in the Regional Migrant Demonstration Project?	99	12
2. Have your children been in special migrant programs in other communities?	5	98
3. Do you feel that your children are getting a good education now?	104	9
4. Do you want your child to live better than you?	110	1
5. Is your child getting an education that will prepare him to live better?	104	1
6. Should he get a better education than he is getting?	84	17
7. Has your child's teacher talked to you?	37	69
8. Has anyone else from this project talked to you about school?	79	30
9. Would you leave your child under age 2 in a nursery?	90	19
I0. Did you participate in a camp educational program?	49	62
II. Are you interested in work in this community other than farm labor?	100	11
I2. Are you prepared for work other than farm labor?	70	42
I3. Do you plan to return to this area if there is work?	110	0

I4. Can you tell us what we can do to give your child a better education?

feel the program is fine as it is	21
request more bilingual personnel	14
improve transportation	9
stricter discipline	6
request more educational programs	6

I5. How many children are living at home with you?

I	2	3	4	5	6	7	8	9	I0	II	I2
5	I4	I5	22	25	7	8	6	2	0	1	0

MIGRANT PARENT QUESTIONNAIRE

Responses were received from 113 parents in the migrant camps. They indicate a very positive reaction to the educational program offered for their children. "Between the lines" is a feeling of gratitude for the special efforts to meet their children s needs educationally.

The reactions and responses of the group of parents should tell us a great deal. Seldom have any school personnel asked them about their opinions and feelings. Invalid assumptions have been drawn by leaving them outside the consulted group.

Overwhelming support of the program is given by the parents. (see questions 3 and 5). The aspirational level of the parents for their children (question 4) indicates that they do want things to be better for their children. The response to question 13 is also extremely supportive in that 110 of the parents would like to stay in that area. It is assumed that a good part of this feeling results from satisfaction with the educational program being offered their children.

Question 7 indicates an area for serious consideration by school officials. Only 37 of the parents had actually talked to teachers. While this is probably more than has occurred in the past, it still points to an area of need, requiring the attention of teachers, supervisors, and administrators.

The responses of the parents to this questionnaire and to the educational program offered to their children indicate the very positive support that more is being done for their children through this migrant program than had been done for their children in regular schools.

TEACHERS' SUPERVISORS' ADMINISTRATORS IN-CAMP SCHOOLS QUESTIONNAIRE

	YES	NO
I. Has there been an assessment on each child?	15	0
2. Do you feel this was a valid assessment?	12	3
3. Was it adequate to allow you to make good educational decisions about the child?	14	1
4. Did the pre-service training you received prepare you for the unique problems you first experienced in the school?	4	9
5. Is your in-service training helping you meet the special day-to-day problems you encounter?	8	3
6. Were your specific duties and working relationships clearly defined for you?	12	3
7. Do you have sufficient planning time?	12	3
8. Are the educational materials adaptable to the individual needs of migrant children?	14	1
9. Do you feel this specific educational program is meeting the unique needs of the migrant child?	15	0
I0. Do you feel that you are sufficiently involved in making decisions regarding the educational program?	14	0
II. Do you feel that your teacher's aide is contributing to better learning by the students?	15	0
I2. Are the children making adequate progress in achieving basic skills?	15	0
I3. Are there any program provisions for the additional requirements of particularly apt students?	10	2
I4. If you were to accept this assignment again, would you want to do it generally, in the same way?	12	2
I5. Did you have a teacher aide assigned to you?	12	2
I6. What suggestions can you offer for the betterment of this program?		

(2)

TEACHERS(IN-CAMP)

The teachers, supervisors and administrators of the in-camp schools reflect a very positive feeling toward what they are doing. They "feel good"about the program being offered and would recommend continuance in the same way.

The negative response to Question 4 results from various causes. Several of the teachers entered the program late and missed the pre-service training offered. Others, perhaps, had different needs than those that were presented. A deeper probe should be conducted before the original plans are completely abandoned and;or revised.

The three negative responses to Questions 2, 5, 6 and 7 indicate areas which require further investigation by the administration but are administrative in nature and by and large indicate a modification rather than a major revision.

The responses to the open-ended probe, Question I6, follow a similar pattern to the others. Ten respondees express a request for more pre-service and in-service training as an integral part of the program. The "phasing in" and "phasing out" aspects of the program represent a difficult problem in the area, but training remains a real "felt need" on the part of participants. Communication is listed as a problem by four among project personnel and between the school and home. More child care, better study facilities and materials designed for migrant children were all requested by individuals.

TEACHER AIDES QUESTIONNAIRE	YES	NO
I. Did you receive special training before you began work in the classroom?	24	15
2. Did this training help you once you were in the classroom?	24	11
3. After you began working in the classroom, did you receive additional training?	25	12
4. Did the additional training help you do your work better?	26	5
5. Do you sit down with the teacher and plan together what you are going to be doing?	22	6
6. Are you able to help make decisions as to what experiences these children will have?	32	5
7. Do you think this program is helping these children?	39	0
8. Do you like your job?	37	0
9. Have you talked to the parents of the children? a. some: b. a lot: c. every parent:	23	0
I0. Have people from the project talked to you?	35	3
II. Have people from the project asked you for your ideas?	31	7
I2. Do you speak Spanish?	35	4
I3. Can you suggest how this program could be made better?		

9 0 9 0

TEACHER AIDES QUESTIONNAIRE

Thirty-nine teachers aides responded to the questionnaire as indicated on the master questionnaire included. In general, their responses are very supportive of the program. A clear request is expressed for more pre-service and in-service training. Consideration of this would lead to an expansion of this program, but only after a further probe into the type of assistance that seems to be needed. They are supportive of the assistance they did receive as is indicated by the response to Question 4.

An analysis of the responses given by the aides will assist in revising the administrative program. They do not request any major changes. Aides feel very supportive of the total program offering to the children and request that they be allowed to do even more (care for younger children, bathing facilities, etc.)

The aides' responses to Question I3, the open-ended question, can be very revealing to the administrators of this and other similar programs that may be instituted in the future. Only responses of most significance through frequency of occurence are reported. Six of the aides indicated that they felt there was need for more infant day care. This includes children younger than those presently included. Five indicated that they felt better communication between teacher and parent needed to be worked out. Four indicated a feeling, as in Questions I and 2, for more pre-service and in-service training. Three felt more discipline is required and indicated that they felt aides should have more responsibility in this area. Three requested more out-door recreation equipment and facilities. Quite significantly, two aides indicated a feeling that parents should be trained in the area of the importance of education for their children.

Teachers aides are, and will continue to be, a very important part of any migrant educational program. Their ability to communicate with parents in their own language, their ability to relate to the children at their own level, and their capacity for empathy with the children all make them invaluable to this program.

ADMINISTRATORS, SUPERVISORS, COORDINATORS OF THE CENTER QUESTIONNAIRE

	YES	NO
1. Did your selection criteria for personnel get you the kind of people you needed?	1	0
2. Do you feel that the personnel selected are fully utilized?	2	1
3. After observing the performance of camp personnel, do you feel that the pre-service training program prepared them for the unique problems they first encountered in the school?	0	3
4. Do you feel the in-service program is helping them meet the day-to-day problems they encounter?	2	1
5. Is there adequate feedback from camp personnel on programs and developed materials?	2	1
6. Are there provisions for adjusting programs and materials as a result of what you learn from feedback?	3	0
7. Are educational center personnel involved in making decisions regarding educational programs?	3	0
8. Do you feel that the requirements of the agencies involved in the multi funding have hampered the progress of this project?	2	1
9. Do you feel that the program would have been improved by greater community involvement?		
a. in the early planning stages:	2	1
b. in the implementation of the program:	2	1
c. in the evaluation of the program:	0	1
10. Do you feel the community understands the basic purposes of the migrant education project?	1	3
11. Do you believe that you have a broad base of community support for the migrant education project?	3	2
12. After a year of operation, do you feel the special strategies developed for this program are meeting the unique needs of the migrant child?	1	0

CENTRAL OFFICE

The central office staff consists of three people. Tabulation of their questionnaire responses are included along with all comments made. The few involved in this questionnaire make a written interpretation unnecessary, but the responses and comments can certainly provide guidance to this project and other similar projects which will be started in the future.

SUMMARY

The strongest indication of a felt need expressed by the respondees of the questionnaires is for stronger pre-service and in-service training programs. The objectives for such a program, or for the two programs, need to be carefully developed with the cooperation of all personnel involved. The teachers, supervisors and aides have all expressed a need for more they must help identify the specific areas in which they felt the need. When the problem areas are identified, a strategy and procedure can and must be developed which will meet that need.

The training programs should probably be sub-contracted to and presented by the county offices or a college or university rather than the migrant educational program staff. Their involvement in the rush of operational problems precludes their capability of concentrating sufficient energy on the pre-service program especially. On the other hand, the administration must not be completely separated from the training programs either.

The second major area of greatest need expressed was for a communication system, both within the program itself and with parents. A communication system needs to be developed, again with carefully delineated objectives, and then personnel must be made accountable for its effective operation.

Other aspects and phases of the program receive the support of the staff, students and parents. Minor and even some major modifications are indicated, but the general feeling is one of support in the conduct of the program. The fact that children feel good about what they are learning, that they are, indeed, making satisfactory progress in their pursuit of learning, and that the staff is behind the total effort is a tremendous tribute to the program and its operation. Indeed, the Nation too should feel good that something positive is being done about this up-to-now forgotten segment of the population.

appendix H

BASIC THEORETICAL MODEL FOR PROGRAM DEVELOPMENT

I. DIMENSION
- A. Category
  - 1. Component
    - a. Sub-component

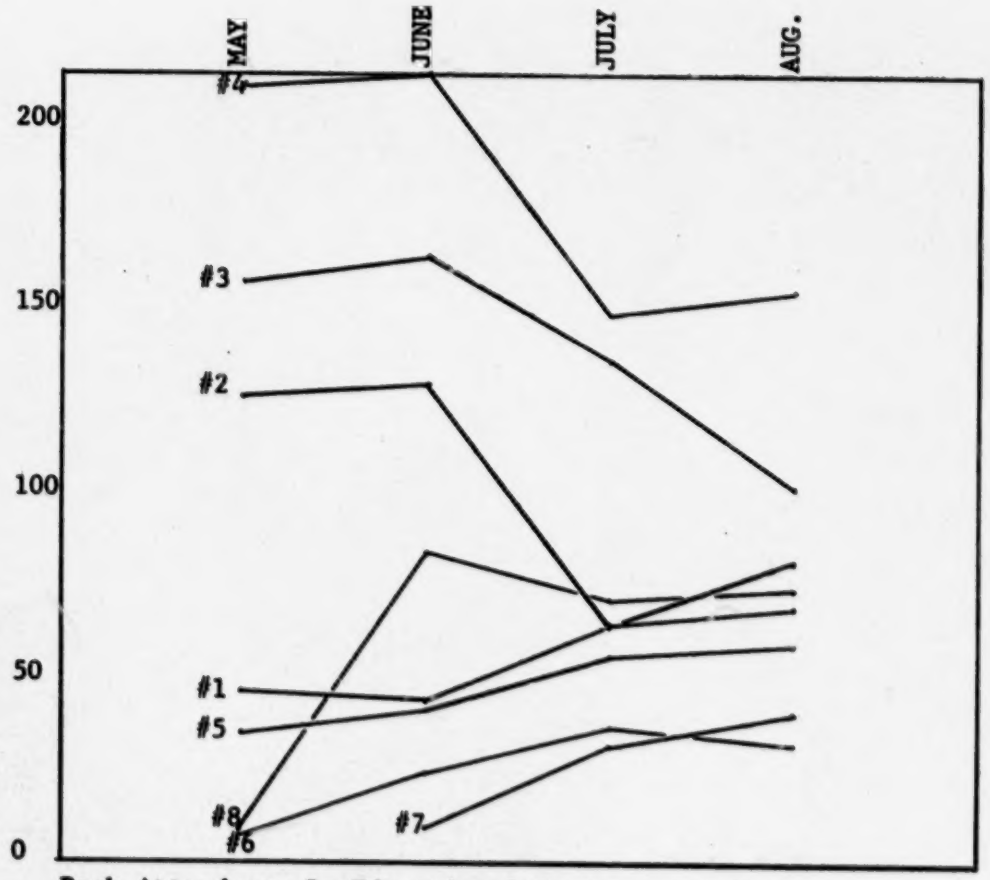
II. PERSON
- A. Infancy to five years of age
- B. Regular School
- C. Adult Age

III. PROGRAM
- A. Prevention
  - 1. Pre-School
- B. Compensation
  - 1. Regular School
    - a. Extended day
    - b. Regular school day supplement
    - c. Summer school
- C. Social and Occupational Orientation
  - 1. Adult Education
    - a. Adult Basic Education
    - b. Adult Vocational Education
    - c. Adult Practical Education

IV. IMPLEMENTATION
- A. Instruction
  - 1. Regular teachers
  - 2. School Community Coordinators or Aides
  - 3. Teacher Aides
  - 4. Classroom Aides (unpaid)
- B. Auxiliary Services
  - 1. Nutritional Services
  - 2. Health Services
  - 3. Psychological Services
  - 4. Curricular Instructional Services
  - 5. Classroom Facilities
    - a. Supply (mobile classrooms)
    - b. Maintenance
    - C. Operation
  - 6. Transportation
- C. Administration
  - 1. Local
  - 2. County
  - 3. Regional
  - 4. State
  - 5. Federal
  - 6. State and Federal Inter-Agency
- D. Finances
  - 1. Administration
  - 2. Source of Funds

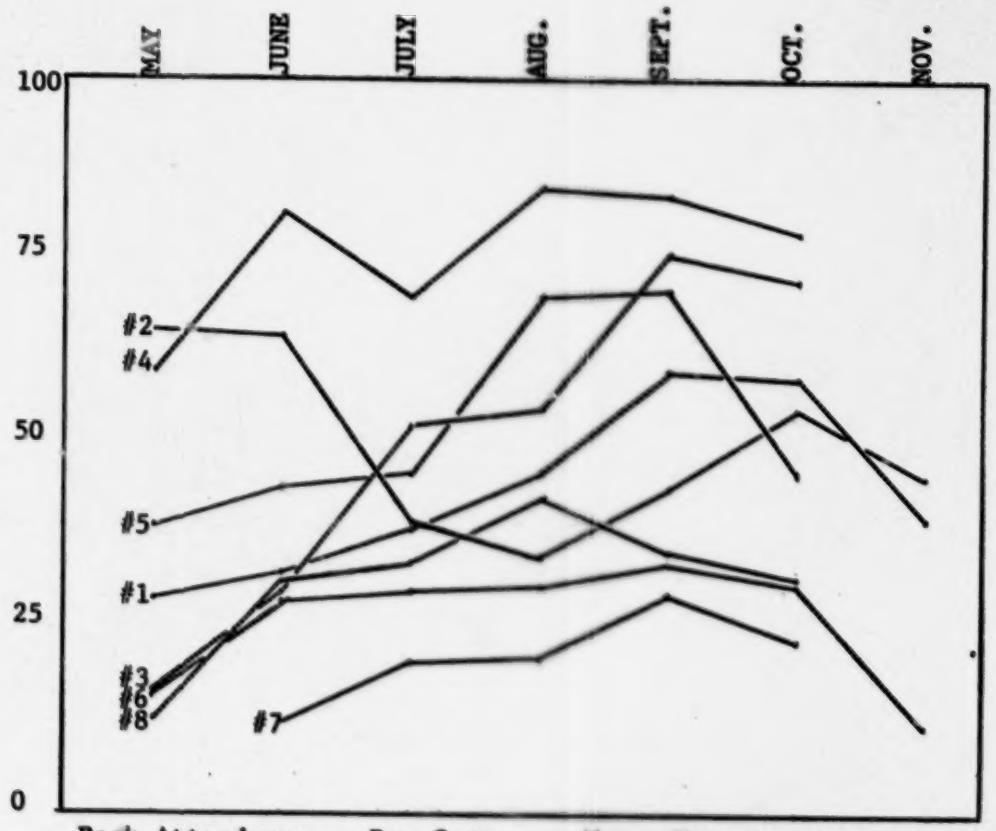
V. KNOWLEDGE
- A. Acquisition of knowledge
- B. Evaluation of gathered data
- C. Dissemination and use of information

appendix I



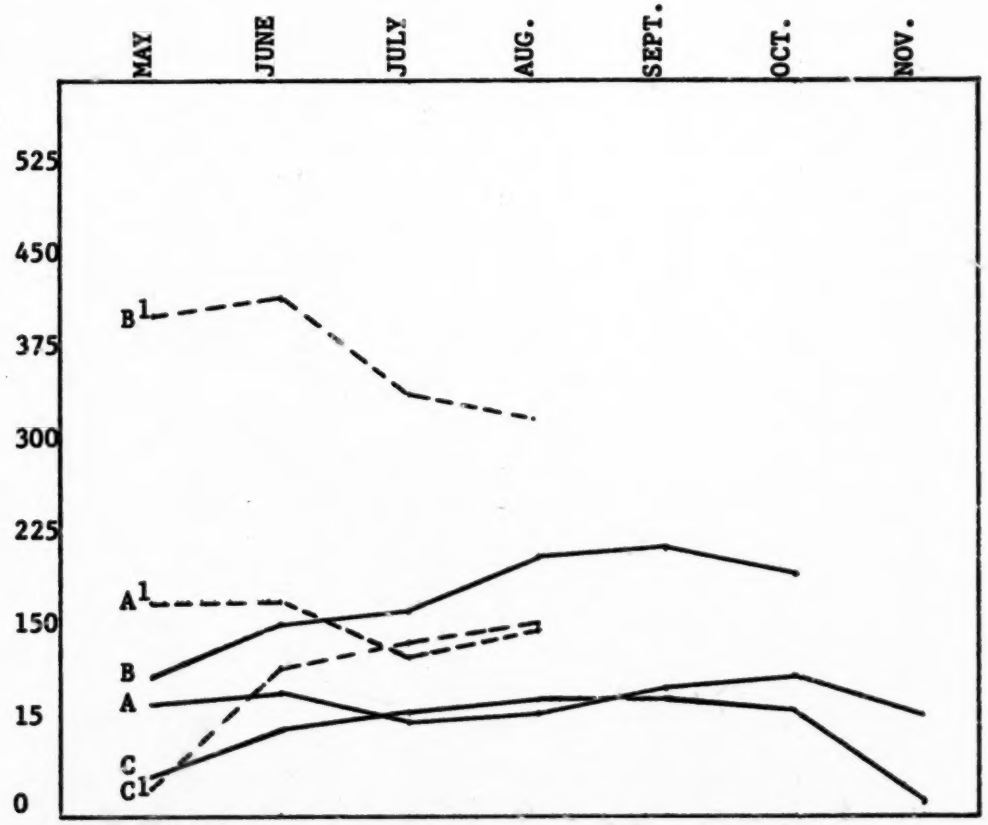
Peak Attendance By Educational Center - E.S.E.A.
May - August 1967

#1 - Mathews Rd.#1
#2 - Harney Lane
#3 - Patterson
#4 - Westley
#5 - Empire
#6 - Merced-Atwater
#7 - Ballico
#8 - Los Banos



Peak Attendance -- Day Care May - November 1967

#1 - Mathews Rd. #1
#2 - Harney Lane
#3 - Patterson
#4 - Westley
#5 - Empire
#6 - Merced-Atwater
#7 - Ballico
#8 - Los Banos



Peak Attendance By County Day Care -- E.S.E.A.
May - November 1967

A - San Joaquin Co. - Day Care
A1 - San Joaquin Co. - E.S.E.A.
B - Stanislaus Co. - Day Care
B1 - Stanislaus Co. - E.S.E.A.
C - Merced County - Day Care
C1 - Merced County - E.S.E.A.

SAN JOAQUIN COUNTY • STANISLAUS COUNTY • MERCED COUNTY

REGIONAL DEMONSTRATION PROJECT

California Plan for Migrant Education — Part I

1637 "V" STREET • MERCED, CALIFORNIA 95340 • (209) 723-3067

I wish to thank the following personnel whose efforts greatly contributed to the development and full implementation of the Project.

STATE DEPARTMENT OF EDUCATION
Wilson Riles, Director, Office of Compensatory Education
Leo R. Lopez, Chief, Bureau of Community Services

STATE OFFICE OF ECONOMIC OPPORTUNITY, Migrant Section
Ralph Gunderson, Chief
Tom Holland, Assistant Chief
Ella Arnopole, Consultant

PROJECT BOARD OF DIRECTORS
Mr. Floyd A. Schelby Mr. Fred C. Beyer Mr. Gaylord A. Nelson

PROJECT STAFF

Frances Lopez	Curriculum Coordinator
William Reynolds	Coordinator - Stanislaus County
Hector Burke	Coordinator - San Joaquin County
Manuel Banda, Jr.	Coordinator - Merced County
Denard Davis	Coordinator - Adult Education
Maria Rodriguez	Coordinator - Day Care
Charles Parle	Coordinator - Interstate Teacher Institute

PROJECT CONSULTANTS

David Austin	Administrative
Edward Snyder	Publications
William Stockard	Program
Vince Campi	Publications
Newton Metfessel	Evaluation
Stella Wallace	Fiscal
Antonio Chavez, Jr.	Recreation

I also wish to thank the following individuals who were instrumental in the original planning and development of the Project.

Alfred Newman	Marjorie Wyatt	Dorothy Goble
Ralph Guzman	James Stefan	Paul O'Rourke
Donald Morales	Afton Nance	Kirk Wilson
Uvaldo Palomares	Phil Buskirk	Florence Wyckoff

Richard L. Baca
PROJECT DIRECTOR